

# Weekly Plan

Name of School:

Class:

Year Group 6

Term: 2

Week Beg:

Teacher:

<p><b>Teaching objectives:</b> T 10. use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language; 12. study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, re-draft this and bring to presentational standard 14. write commentaries or summaries crediting views expressed by using expressions such as 'The writer says that...'; S3. revise work on complex sentences: identifying main clauses; ways of connecting clauses; constructing complex sentences; appropriate use of punctuation</p> <p><b>Curricular targets:</b> Text: use detail (show characters' feelings, motives) creating humour and suspense</p>		<p><b>Texts:</b> Wedding Ghost ISBN0-19-272395-2; Fingers on the Back of My Neck ISBN 0-14-130013-2</p> <p><b>Additional Resources:</b> Y6 Planning Unit 1 <a href="http://www.standards.dfee.gov.uk/literacy">www.standards.dfee.gov.uk/literacy</a></p>	
Spelling		Whole class -shared reading and writing	
Mon	Spelling Bank P49 Obj 6: homophones	<p><b>Shared Reading:</b> Continue teaching focus, using character's feelings to create suspense in ghost story. Display and re-read some of the openings written by the children last week. Provide own example or use "The Hand" page 11 from the planning unit. Discuss different techniques used; ( page 9 of the unit). Select some endings of texts read last week. Read and match to openings. Discuss features used, e.g. unexpected, happy, unhappy, element of surprise. Paired activity: plan ending to own story. Make notes. Read build up of "The Ivory Door" and "The Wedding Ghost" to class in preparation for Tuesday's lesson.</p>	
Tues	Spelling Bank P50 Obj 7: possessive pronouns	<p><b>Shared Reading:</b> Introduce dilemma faced by the characters. Read page 8 " She held out....." to page 9, "it was only a map!" from "The Wedding Ghost" to show Jack's change of emotions. Discuss what Jack may have to hide; omitted by the author to keep up the suspense. Paired activity: discuss whether to add additional information. Focus on the sentences "Then Jack walked .....darkness of the lane (from the drive)," and "He not look back (to the house)" page 11. Highlight how sentences are linked; additional information is implicit; evaluate both versions. Point out the use of short sentences to increase pace. Use "The Ivory Door" to build up changes in Darrell's behaviour. The dilemma is introduced on page 129. Read from "He fled to his room ..." - link with example from " The Hand" page 12. Techniques used are hypothetical questions; short sentences; repetition; powerful verbs. Read page 134 for the use of adverbs, figurative language, repetition. Brainstorm ideas for the next stage in the story. Teacher scribing: write a short paragraph.</p>	
Wed		<p><b>Shared Reading and Writing:</b> Read page 31 "He took out the map....." to "what he had come to find" page 33 of Wedding Ghost. Paired activity: predict what he might find. Investigate sentence "He walked...." Show another example of the effect of repetition and the use of metaphor. Continue reading page 37 from "Furiously ...." Link with "Suddenly...." page 134 from "The Ivory Door" to page 136. Compare the two extracts; both characters confronted by a wall; both experience feelings of terror followed by relief. Teacher demonstration: write paragraph to signify feelings of panic, then relief. Use criteria (page 12 planning unit). Investigate sentence structure. Link with Unit 44 Page 126, Grammar for Writing. Paired activity: discuss and /or write notes for a paragraph on dilemma.</p>	
Thur		<p><b>Shared Writing:</b> Focus moves on to the reaction. Read page 41 of Wedding Ghost: "He felt small and lonely ..." to spinning wheel. Discuss feelings of uncertainty. Paired activity: predict who he might see. Link with familiar tale. Display use of ellipsis. Contrast with extract on page 136 from The Ivory Door: "He sniffed the air ...". Discuss how own character might feel now. Use the extract from The Hand, page 13. Teacher demonstration: write the next event in the narrative. Supported composition: children continue making notes about what happens next.</p>	
Fri		<p><b>Shared Writing:</b> Use criteria for resolution on page 14. Present and discuss. Re-read the endings from both stories investigated through the week to remind children. Explain narrative structure of both; Wedding Ghost as a dream; Ivory Door as linear. Teacher demonstration: read ending from own narrative or from The Hand Page 14. Supported composition: children write own resolution, using notes made on Monday. Complete in extended writing session.</p>	